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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of a teacher's guide, student learning experience packets, a resource list, and a coordinator's guide, is designed to introduce the students to occupations in automotive sales and services. The learning activities are organized to explore different categories within automotive sales and service and include teaching strategies such as simulation, role playing, individual investigation, an interest inventory, field trips, occupational classification, job analysis, skill tests, career investigation and a final evaluation. A suggested time schedule and course format introduce the materials. The teacher's guide is coordinated with the learning experience packets and is organized into objectives and suggested procedures with facts sheets supplementing the teacher's information. A resource list and coordinator's guide are organized according to the individual learning activities. (JB)

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CAREER EXPLORATION 9 - 10

EXPLORING CAREERS

IN

AUTOMOTIVE SALES AND SERVICE

First Edition
1972

CAREER DEVELOPMENT K - 10

CINCINNATI PUBLIC SCHOOLS

Career Exploration
Grades 9 - 10
Cincinnati Public Schools

Career Exploration in AUTOMOTIVE SALES AND SERVICE

(Tentative)

1st Edition
1972

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh
Administrative Assistant to
the Superintendent

FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about a Group Work Trait that will provide a more in depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

ACKNOWLEDGEMENTS

This manual was developed by Katherine Flottman, a mathematics teacher at Aiken High School, and Wayne Minrich, a mathematics teacher at Schwab Junior High School. Jerome Braun, Supervisor, Secondary School Science, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Director of Instructional Services.

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I. INTRODUCTION

INTENT: This course is designed to introduce the students to occupations in Automotive Sales and Services. The students will explore the two areas, the types of jobs in both, and a few specific jobs in one or several categories. As result of this exploration, the pupil should become more interested or less interested in this occupational area.

STRATEGY: The student will proceed through a sequence of learning experiences. These include field trip(s), class lectures, on-the-job activities, simulation skills, aptitude tests, and job analysis. The student will be provided with some individualized studies in job investigation based on his interest through some of the preceeding. At the conclusion of these learning experiences the pupil should be able to make career decisions.

PROCEDURE: This course relies heavily on teaching aids, pupil activity materials, films, and field trips. The teacher is cautioned to review these requirements prior to the start of the school year and to review these requirements on a weekly basis throughout the school year. The second day's activity is a field trip or alternatively a film - plan for this activity now!

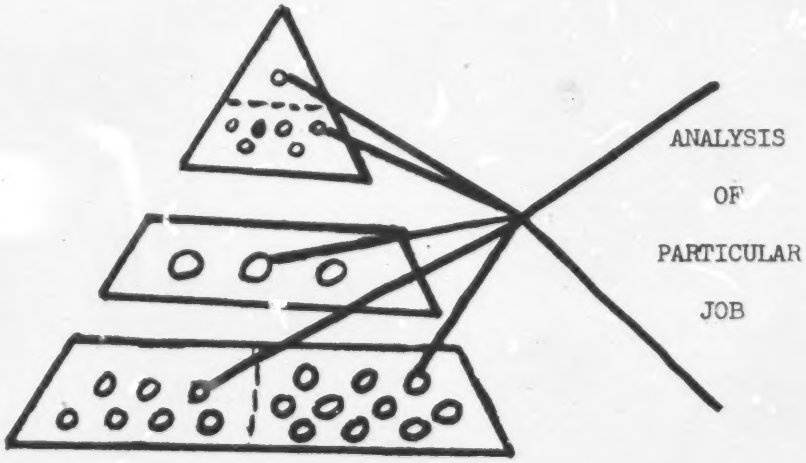
Suggested Time Schedule

I.	How Course is Conducted	(1 day)
II.	Career Orinetation	(4 days)
	A. Field trip and/or film	
	B. Occupational Classifcation Scheme	(general)
III.	Interest-Aptitude Inventory	(5 days)
	A. Simplified Mechanical Aptitude	
	B. Simplified Human Relations Aptitude	
IV.	Career Investigation	(7 days)
	A. Resource People from schools	
	B. Occupational Classification Scheme	(refined)
V.	Job Investigation	(6 days)
	A. Identification of specific jobs	
	B. Field Trip	
	C. Job selection and analysis	
VI.	Job related problems or tasks	(11 days)
VII.	Career Decision	(6 days)
	A. Resource People	
	B. Self-analysis Test	

COURSE FORMAT

Learning Experience I, II, III

Learning Experience IV, VI



Learning Experience V, VII

II. TEACHERS' GUIDE

TEACHERS' GUIDE

A. Learning Experience I Suggested Time: 1 day

Objective: to create interest in the course.

Suggested Procedure:

1. Let students read their student L.E. sheet I and perform activity I.

2. Check with students as to possibility of using one of their parents, neighbors, friends, etc. as resource people.

3. Discuss student's interests in places for field trips.

4. Discuss why students choose this course and what they expect from it.

5. Ask students to fill out the interest inventory and to save this material for their use in comparison at the end of the course, and for use in Learning Experience II.

6. The course format illustrates the general direction this course will take. Don't feed too much information to the students now.

B. Learning Experience II Suggested Time: 4 days

Objective: To familiarize students with the types of jobs in automotive sales and service and with the occupational classification scheme.

Suggested Procedure:

1. Use the students L. E. sheet as your guide to each day's activities.

2. Use the resource sheet to select an appropriate field trip and/or films relevant to this section. Activity 1 is designed to show people at work in the automotive business. Explain to the class that they will be asked to list the jobs they are seeing on the basis of skill required.

3. Hand out the inventory-interest sheet to be used in activity 2 of the student L. E. sheet, but be sure to collect it as it is to be used again later.

4. The fact sheet provided will help you explain the occupational classification scheme used in activity 3 of this section.

5. Activity 4 is essentially a repetition of activities 1 and 2 now in the more sophisticated framework (Occupational Classification Scheme).

FACT SHEET FOR THE OCCUPATIONAL CLASSIFICATION SCHEME

The following observations have been made about the Occupational Classification Scheme:

1. The Occupational Classification Scheme is illustrated as a triangle indicating a difference in the number of people employed in each category. Each category requires unique aptitudes and skills. Those jobs nearer the top of the triangle more nearly fit preconceived ideas of High-Status White-Collar jobs. It should be noted that all jobs in the triangle require special skills and knowledge and many mechanics earn excellent salaries.

2. People working in management are typically successful business men and have a background of broad experiences in the automotive sales and service field. In addition these people ordinarily have experience as supervisors and often have their own money invested in the dealership. Jobs in this category require expertise.

3. Sales is viewed as an indispensable position by dealers. All other activities exist as a result of sales. Salesmen, working for established long-time dealership, over a period of time build up a large clientele of repeat customers. Such successful salesmen earn very good salaries and commissions. It is not unusual for their salary to equal or exceed that of top management. Jobs in this area require expertise in human relations and the psychology of sales.

4. The category labeled services includes activities related to repair, supply of parts, and routine servicing and preparation of cars. These jobs require mechanical aptitude and experience ordinarily obtained by on-the-job training or experience.

C. Learning Experience III — Suggested Time: 2 days (9 days of options are included)

Objectives: To acquaint the student with some job-related skills and traits. To continue exploration of student's tentative attitudes. To provide activities which may permit the pupil to infer future success in this occupational area by acquainting the student with some of the psychomotor skills required.

Procedure

1. Note that the option activities (3 and 4) are preferred activities.

2. For activity two, explain that the limitation of this test is that it is not an absolute prediction of success.

3. Use the resource list to coordinate activities 3 and 4.

4. For activity 4 you might find it necessary to make phone calls to verify student's presence at the job site

   You might want to enlarge the scope of this activity to include classroom pupil reports and role playing.

   This activity could be accomplished by student's part time job or in the businesses owned or operated by student's parents or relatives.

   An additional method to accomplish this activity is for the pupil to work or observe vocational education upper-classmen in your school or other students at technical institutes.

5. Tests and simulation apparatus will contain operational instructions and teacher guides. Consult these in advance.

D. Learning Experience IV Suggested Time: 7 days

Objective:

To specify duties, opportunities, and requirements of jobs in each of the occupational classification categories and the training or education that might be necessary beyond high school.

Procedure:

1. For Activity One:
   A. Consult resource sheet for speakers. Be sure to contact 3 people, one representing each major division of the Occupational Classification Scheme.
   B. You will probably want to use 6 days for this activity because the pupil should complete a worksheet after each speaker.
   C. You will probably want to allow time for pupils to interchange ideas after completing worksheets.
   D. These worksheets may be prepared individually or in small groups.

2. For Activity Two:
   A. More Facts About The Occupational Classification Scheme should help explain the worksheet for the students.
   B. You will need to make telephone books available to the students to complete Company Worksheet. Many additional facts could be provided by the resource people.

MORE FACTS ABOUT THE OCCUPATIONAL CLASSIFICATIONS

The Previous Occupational Classification Scheme described (the Automotive Sales and Service Field) was divided into three major categories or types of activities. These were Management, Sales, and Service. Each of these categories can be seperated into additional subdivisions based on distintive activities within each of the broader categories.

1. In many cases the owner of the Dealership will actively participate in the Daily Management of the company. This is not always true for most Dealerships are organized as legal corporations and as such the person or persons owning the majority of the stock may hire professional managers rather than participate in day-to-day operations.

2. Top-Level Management is viewed as involving activities related to two major functions. One of these functions is the control, supervision, and support of the activities of employees usually working through intermediate levels of supervision. A second function is the provision, control, and accounting of financial income and expenditure. Top-Level Management is then viewed as two categories which can be called Business Management and General Management.

3. All jobs within the category or sales require the same kind of skills and involve the same kinds of activities such as human relations and psychology of sales. However there is usually a seperation between used-car sales and new-car sales. In addition some of the larger dealerships have salesmen specializing in light-trucks and foreign cars. A new and rapidly growing business operation is that of Auto-Leasing. It is expected that sales activities in this operation would be handled by a person specializing in this activity.

4. Service Operations can be divided into mechanical services and supporting services. Mechanical services include repair, and service of customer's cars as well as service and preparation of new and used cars offered for sale. A major activity under supporting services is related to the ordering, transportion, warehousing and distribution of spare parts and supplies. The performance of Mechanical Services depend on the immediate availability of parts, special purpose tools and supplies. This supplying activity involves a relatively large number of people and is viewed as a subdivision of the service operation. This subdivision is called "Supporting Services."

E. Learning Experience V Suggested Time: 6-8 days

Objective: To refine pupil's understanding of the occupational classification scheme so that he can learn what he must do to perform and obtain specific jobs associated with his occupational interest.

Procedure:

1. For activity one:
   A. Consult the resource sheet for field trips information and films available.
   B. Have the students list on the Job Listing Worksheet as many jobs as they have knowledge of and as they observe on the field trip and film. The students could take the Job Listing Worksheet with them during the field trip or complete it for a homework assignment.
   C. You will have to begin activity 2 relying on a homework assignment.
      1. Explain to the pupils that the Job Analysis Worksheet may be completed by telephone, but personal interview is preferred.
      2. Be sure to hand out the Job Analysis Worksheet at the conclusion of activity one.

2. For activity two:
   A. Group the students by the category which they have selected.
   B. Role-playing can be done like this:
      One pupil assumes the role of an employer, and a second pupil assumes the role of the applicant for a particular job. The interview takes place.

   C. This activity should be repeated at your discretion.

F. Learning Experience VI

(Has not been included)

G. Learning Experience VII Suggested Time: 6 days

Objective: To further increase student's ability to relate the "World of Work" to his own interests. To provide students an opportunity for self-discovery about his growth in knowledge of the "World of Work". To be able to evaluate the success of course.

Procedure:

1. For Activity One:
   a. Refer to the resource list to obtain speakers in a particular job from each of the four areas.
   b. Be sure that the speakers can give information about their daily activities on the job.

2. For Activity Two:
   a. Pass out the Job List.
   b. Caution the students to make this as realistic as possible, i. e. they should list the jobs that they expect to some day obtain.
   c. Advise students that this information is personal and need not be shared with anyone else.
   d. File number on the Job List refers to the SRA Career Guide or the Directory of Occupational Titles. (Available in most Libraries).

3. For Activity Three
   a. Distribute Career Evaluation Worksheet.
   b. Advise the pupils that this worksheet will be collected.
   c. After the students have completed the Career Evaluation Worksheet, hand out to each student his Interest Inventory.
   d. Have students compare their responses on items 2, 4, and 5 of the Career Evaluation Worksheet with items 1, 2 and 3 on the Interest Inventory.
   e. Collect these worksheets and make a similar comparison as one method for evaluating the success of this course.

III. STUDENT LEARNING EXPERIENCE PACKETS

STUDENT LEARNING EXPERIENCE I

A. Learning Experience I

Objectives

1. Understand how the course will be conducted.

2. Begin to explore your understanding of automotive sales and service.

Activities

1. Read Introduction Sheet.

2. Answer the Interest Inventory Sheet.

Resources

1. Introduction

2. Interest-Inventory

STUDENT LEARNING EXPERIENCE I

Introduction-What are we going to do in this course?

You have expressed a desire to explore the career of automotive sales and services. This is the first of seven learning experiences designed to help you make the best possible career decision. The purpose of this learning experience is to describe briefly how the course will be conducted.

By field trips and films you will see people working in a wide variety of jobs involved in automotive sales and services. You will participate in aptitude and self-interest tests. Pamphlets from local businesses will allow you to investigate the wide variety of job opportunities. After identifying and grouping jobs into their proper categories, you will analyze several specific jobs of your choice. Whenever possible you will be encouraged and assisted in observing and helping people performing these jobs. You will become aware of needed scholastic skills by performing job related tasks and problems. Skilled workers will share their information and feelings about job opportunities and requirements for each of the job categories you have identified. At the conclusion of the course you will be asked to describe your ideas toward automotive sales or services as your career.

INTEREST INVENTORY

1. Why do you think that you might be interested in an occupation associated with automotive sales and services?

2. How many jobs can you name in the field of automotive sales and services?

3. What kind of job do you think would make you happy?

4. List questions which you would like answered while exploring this career?

STUDENT LEARNING EXPERIENCE II

B. Learning Experience II

Objectives

1. Acquaint yourself with and identify the jobs in the field.

2. Discriminate between jobs on basis of skill.

3. Examine classification pyramid.

4. Test your ability to use occupational classification pyramid.

Activities

1. Field trip or film.

2. a. Add to the inventory interest list the jobs you saw.
   b. Sort by skill these jobs into several categories.
   c. Compare and contrast with four or five other students and agree on one listing.
   d. Present to the class your group's list.
   e. Compile one classification.

3. a. Examine occupational classification pyramid.
   b. Compare and contrast this occupational classification to that compiled by class.

4. a. Film.
   b. Generate list of jobs seen in film.
   c. Locate these jobs in pyramid on sheet provided.

Resources

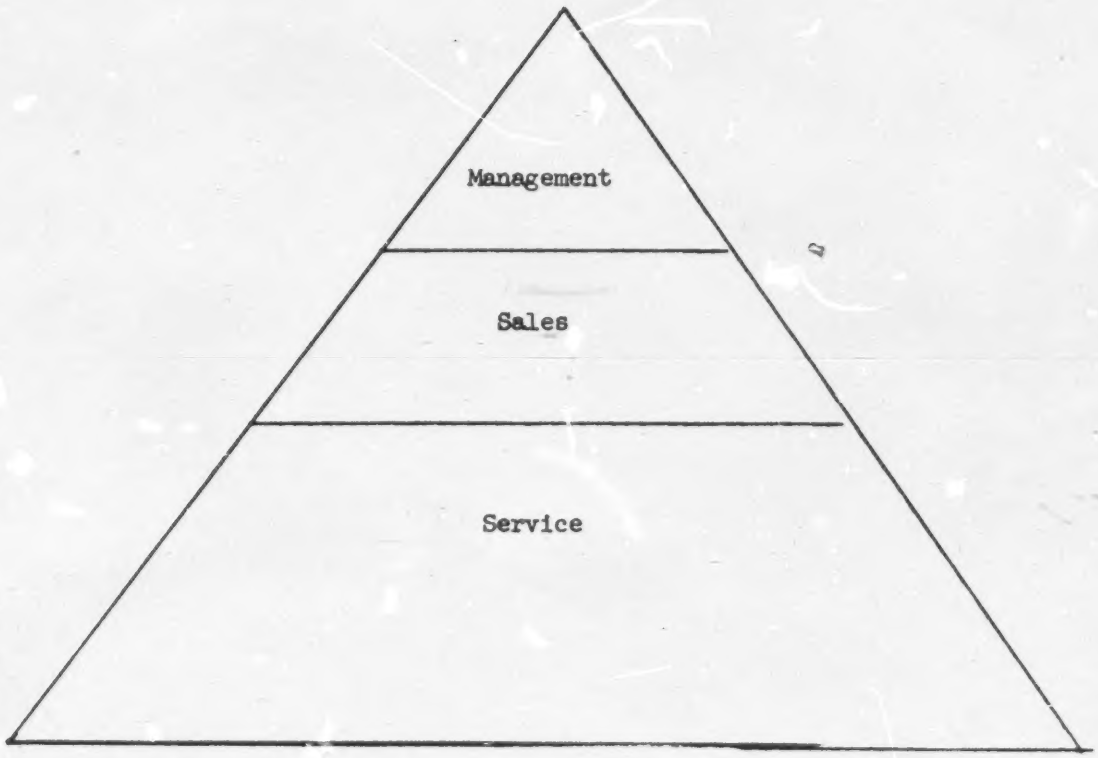
1. Field trip or film.

2. Pupil's Inventory Interest Sheet from Learning Experience I

3. Occupational classification scheme.

4. Worksheet
   Film

OCCUPATIONAL CLASSIFICATION SCHEME



JOB LISTING WORKSHEET

MANAGEMENT JOBS	SALES JOBS	MECHANICS	SERVICE JOBS SUPPORTING SALES

28

STUDENT LEARNING EXPERIENCE III

C. Learning Experience III

Objectives

1. Investigate some of the skills necessary to perform in the automotive service field.

2. Evaluate your probability for success and your interest in automotive sales and/or management.

3. Compare your mechanical and reasoning ability to those which may be required in this occupation.

4. Observe and gain experience about daily work activities of people employed in this field.

Activities

1. a. Complete the test dealing with mechanical aptitude.
   b. Measure yourself against the norms given by the teacher.

2. a. Complete the test dealing with human relations.
   b. Measure yourself against the norms given by the teacher.

OPTIONS

3. a. Perform the task on the apparatus provided.
   b. Compare your skill with others in the class.
   c. Relate the results to your success in the automotive business.

4. a. Report to work site.
   b. Observe and assist (if possible) the particular worker to whom you are assigned.
   c. Write a brief paragraph describing what you did and what you saw(include the name of the worker, what his job was, and whether or not you would like his job).

Resources

1. Mechanical aptitude test.

2. Human Relations Test

3. Apparatus

4. Work Site

STUDENT LEARNING EXPERIENCE IV

D. Learning Experience IV

Objectives

1. a. Recognize the educational preparation, other entrance requirements, and training needed for jobs in each category of the Occupational Classification Scheme.
   b. Consult resource people about employment opportunities.

2. Refine the Occupational Classification Scheme.

Activities

1. a. Consult resource people from schools.
   b. Answer the questions on the Career Investigation Work Sheet.

2. a. Consult the Occupational Classification Scheme to differentiate jobs in the film.
   b. Use the Yellow Pages of the telephone book to list on the Company Work Sheet companies that specialize in used car sales, new car sales, and car leasing.

Resources

1. a. Career Investigation Work Sheet
   b. Resource People

2. a. Occupational Classification Scheme (Refined)
   b. Company Work Sheet
   c. Yellow Pages of the telephone book.
   d. Film

CAREER INVESTIGATION WORKSHEET

1. Occupational category represented by resource person:

2. Nature of duties performed as described by resource person:

3. Job entrance requirements described to you:

4. Requirements for entering training program:

5. What high school courses should you take to prepare for this kind of job?

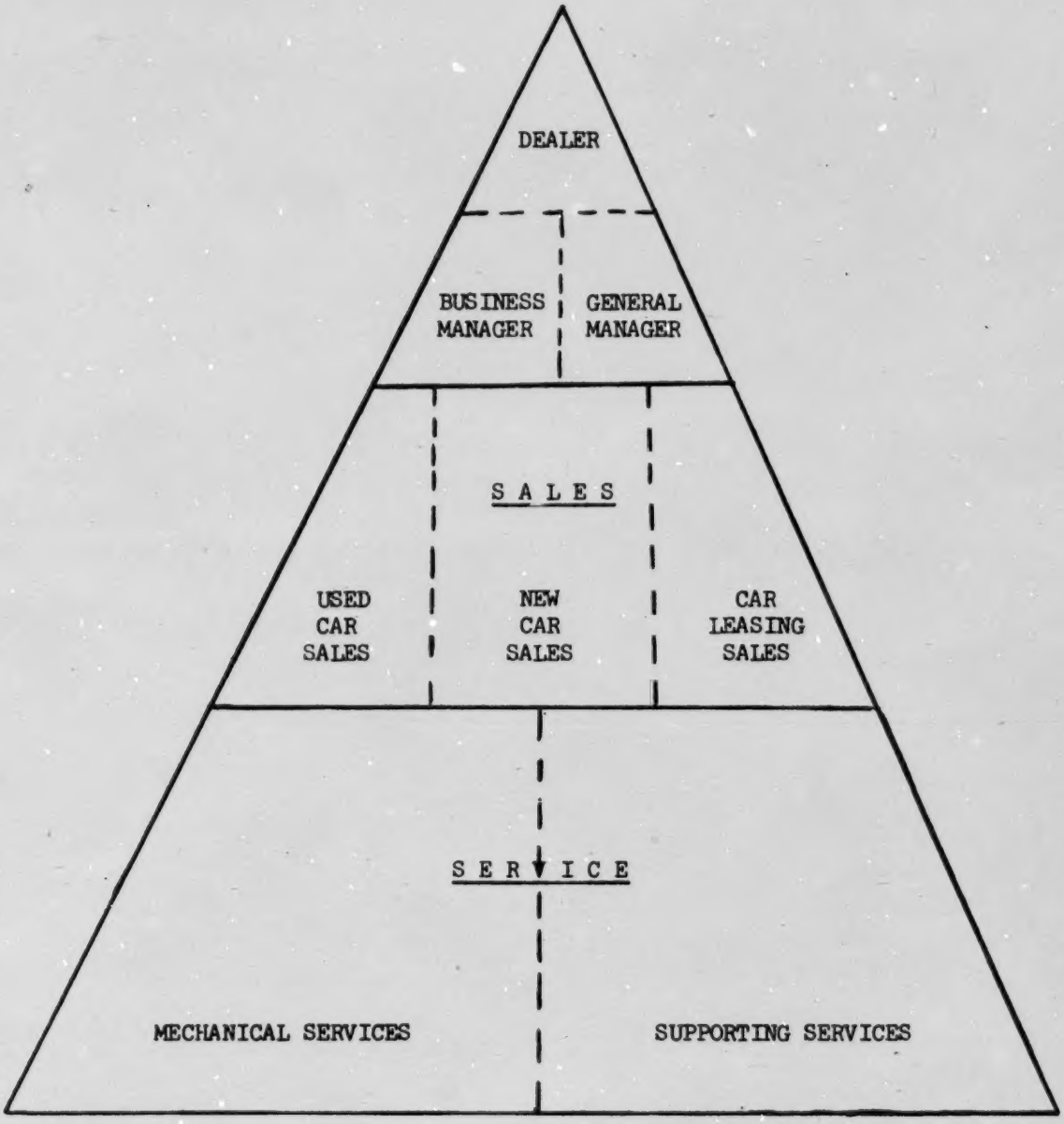
6. Job salary range:

7. Potential openings:

8. What are opportunities for advancement in this area?

OCCUPATIONAL CLASSIFICATION

SCHEME (REFINED)



COMPANY WORK SHEET

	Name of Company	Address	SPECIALTY (Check one) New Car Sales	Used Car Sales	Car Leasing
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

STUDENT LEARNING EXPERIENCE V

E. Learning Experience V

Objectives

1. Discriminate between jobs in the various categories.

2. Analyze a job in detail.

Activities

1. a. Fill in the Job Listing Worksheet as you observe automotive sales and service jobs on a field trip.
   b. Add to the Job Listing Worksheet any additional jobs that you observe in the film shown.

2. a. Pick one job of special interest to you.
   b. Obtain answers to the questions on the Job Analysis Worksheet by talking to someone employed at that job.
   c. Share the information you obtain with others in your class interested in that category.
   d. Each group will develop a role-playing interview using the information from the Job Analysis Worksheet.
   e. Repeated as time permits.

Resources

1. a. Field trip
   b. Job Listing Worksheet
   c. Film

2. Job Analysis Worksheet

JOB ANALYSIS WORKSHEET

1. Category of job _____

2. Name of job _____

3. Name of person contacted _____

4. Name of firm for which he or she works _____

5. Briefly describe the main duties of the job.

6. What school subjects are most important to this job? _____

_____

7. How many years of schooling does the job require? _____

8. What determines the amount of pay received? (Hours worked? Commission? Piece-work?)

_____

9. Is on-the-job training required? _____

How long? _____

10. How many hours per week does the job require? _____

11. How many days per week does the job require? _____

12. What is the usual starting salary? _____

Maximum salary? _____

13. How long does it usually take to receive maximum salary? (Years of experience)

_____

14. Are job openings in this job increasing, decreasing, or remaining the same?

_____

15. Does this job require supervision of others? _____

16. What part of the job is most pleasing to worker? _____

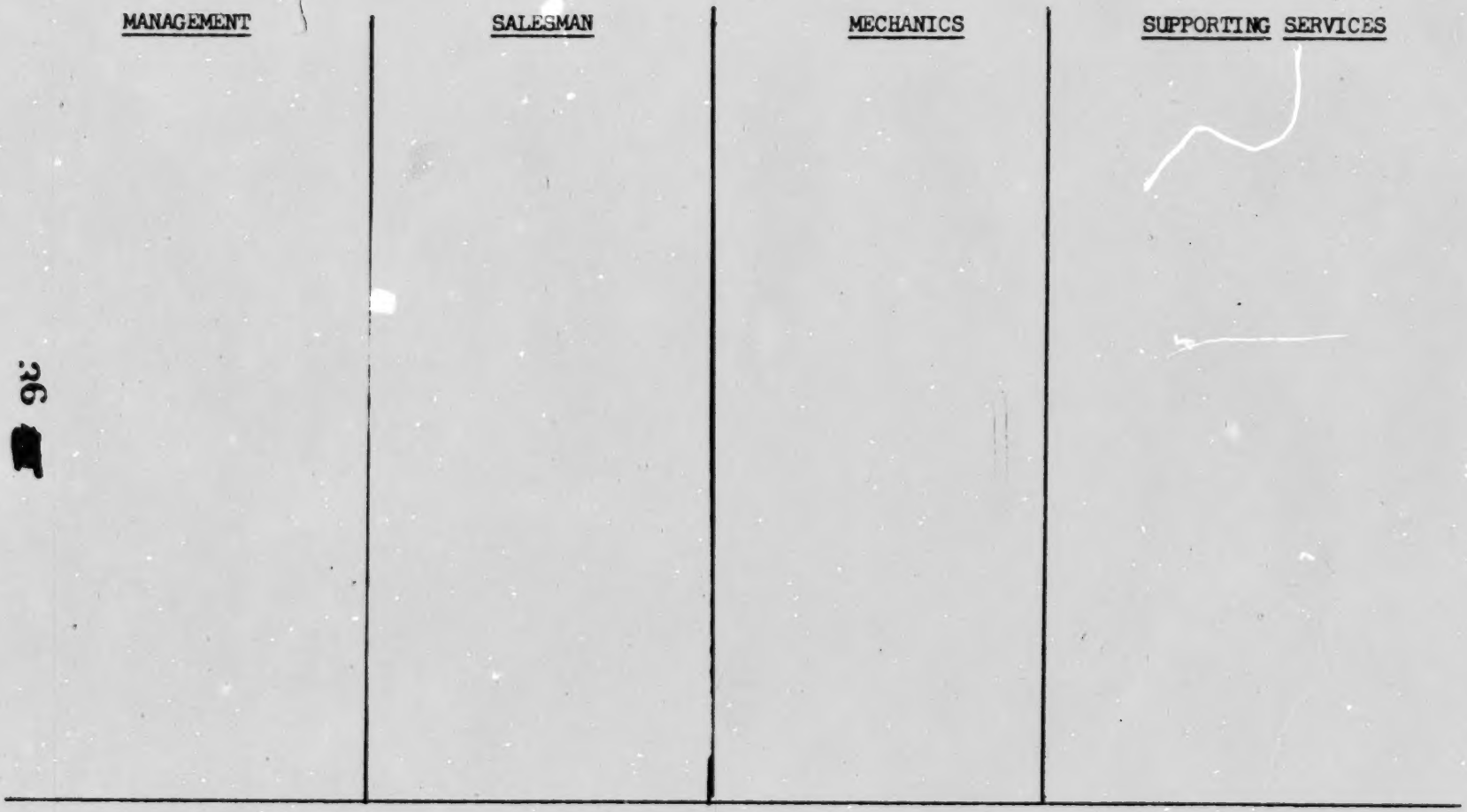
_____

17. How does a person apply for this job? _____

_____

JOB LISTING

WORKSHEET



STUDENT LEARNING EXPERIENCE VI

(Has not been included)

STUDENT LEARNING EXPERIENCE VII

G. Learning Experience VII

Objectives

1. Interpret specific job information in relation to yourself.

2. Integrate your feelings toward the automotive sales and service field as your occupation.

Activities

1. Question the resource people about their specific jobs being sure to discuss any conflicting information about job details.

2. a. Imagine that you have completed all education and training necessary for a job in the field of automotive sales and service.
   b. Mark 1, 2, 3, on the job list -- the jobs for which you would apply if this training and education are within your abilities and interests.

3. a. Answer briefly the question on the Career Evaluation Worksheet.
   b. Compare your answers on the Career Evaluation Worksheet to those that you answered at the beginning of the course on the Interest Inventory.

Resources

1. Resource people

2. Job List

3. Career Evaluation Worksheet Interest Inventory (L.E.I.)

Career Evaluation Worksheet

1. Did you enjoy this course? _____ Comments?
   yes / no

   _____

   _____

2. Do you think that you might be interested in an automotive sales and services occupation? _____ Why or why not?
   yes / no

   _____

   _____

   _____

3. Do you know more about this area now than when you started the course?
   _____ Comments: _____
   yes / no

   _____

   _____

4. How many jobs can you name in the automotive sales and services fields? List them. _____

   _____

   _____

   _____

   _____

   _____

5. What kind of job do you think would make you happy? _____

   _____

   _____

   _____

JOB LIST

	JOB TITLE	SRA FILE NO.
_____	AUTOMOBILE BODY REPAIRMAN	610 D
_____	AUTOMOBILE MECHANIC	610 E
_____	AUTOMOBILE, SALESMAN USED CAR	303
_____	DEALER, RETAIL	114E 3d3
_____	MANAGER, BUSINESS	114
_____	MECHANIC, AUTOMOBILE	610E 610
_____	MECHANIC, TRUCK	610E 610
_____	AUTOMOBILE, SALESMAN NEW CAR	303

		DICTIONARY OF OCCUPATIONAL TITLES
_____	CAR-RENTAL CLERK	919.478-010
_____	DISPATCHER, CAR RENTAL	919.368-010
_____	MANAGER, VEHICLE LEASING AND RENTAL	187.168-154
_____	SERVICE MANAGER	185.168-066
_____	PAINTER, AUTOMOBILE	845.781-018
_____	AUTOMOBILE-MECHANIC HELPER	620.884-010
_____	BRAKEMAN, AUTOMOBILE	620.281-034
_____	CARBURETOR MAN	620.281-042
_____	FRONT-END MAN	620.281-062
_____	TRANSMISSION MECHANIC	620.281-098
_____	TUNE-UP MAN	620.281-106
_____	AUTOMOBILE RADIATOR MAN	620.381-010
_____	BRAKE ADJUSTER	620.884-014
_____	AUTOMOBILE SEAT-COVER-AND-CONVERTIBLE TOP INSTALLER	780.884-010
_____	AUTOMOBILE-ACCESSORIES INSTALLER	806.884-022
_____	MUFFLER, INSTALLER	807.884-050
_____	GLASS INSTALLER	865.884-014
_____	MANAGER, GENERAL	

APPENDIX

A. RESOURCE LIST

1. GENERAL - A STUDENT "LEARNING EXPERIENCES BOOKLET" IS REQUIRED FOR EACH STUDENT. THIS BOOKLET IS TO BE DISTRIBUTED TO THE STUDENTS ONE PAGE AT A TIME AS INDICATED IN THE TEACHERS' GUIDE. THIS BOOKLET INCLUDES STUDENT INSTRUCTIONS, WORKSHEETS AND INFORMATION SHEETS. THESE BOOKLETS ARE TO BE ASSEMBLED AS NEEDED.

OTHER RESOURCES REQUIRED FOR LEARNING EXPERIENCES

Learning Experience I - - - None

Learning Experience II

A. Films

1. Jobs in the Automotive Trades
1970 Color $135 18 min.

2. Opportunities in Sales and Merchandising
1970 Color $135 11 min.

Sterling Educational Films
241 East 34th Street
New York, New York 10016
Phone: (212) 683-6300

B. Filmstrips

1. The Managerial Skills Filmstrip Series (AWPC)
(5 sound filmstrips in color)

2. Management Science (TF)
(1 sound filmstrip in color)

3. Automotive Technician (JHP)
(5 sound filmstrips in color)

4. Creating Selling (BSB)
(7 sound filmstrips in color)

5. How to use the Master Parts Catalog and Parts Price Schedule
(DDED) (1 sound filmstrip in color)

Addresses for Filmstrips

AWPC Addison-Wesley Publishing Comp., Inc.
Reading, Massachusetts 01867

TF Training Films Inc.
150 West 54th Street

JHP The James Handy Productions
2821 East Grand Boulevard
Detroit, Michigan 48211

BSB Better Selling Bureau
1150 West Olive Ave.
Burbank, California 91506

DDED Detroit Diesel Engine Division
General Motors Corporation
13400 West Outer Drive
Detroit, Michigan 48228

Resource for Filmstrips

Dukane Corp.
Audio Visual Division
St. Charles, Illinois 60174
Phone: (312) 584-2300

C. Field Trips

1. Queen City Chevrolet Co.
Mr. Eugene Halri 721-4880

2. Cincinnati Automobile Club
Mr. Terry Johnson 241-4900

3. Columbia Oldsmobile
Mr. Milton Taylor 421-8800

Learning Experience III

A. Skill Testing Apparatus, Aptitude and Human Relations Test:

Obtain from counselor and/or coordinator.

B. One-on-One Experience

1. Columbia Oldsmobile
Mr. Milton Taylor 421-8800

2. Cincinnati Automobile Club
Mr. Terry Johnson 241-4900

3. Queen City Chevrolet Co.
Mr. Eugene Halri 721-4880

Learning Experience IV

A. Film

1. Films listed for Learning Experience II are appropriate for Learning Experience IV.

B. Telephone Books:

1. Obtain approximately 6 sets of Yellow Pages per class. School office or coordinator should be able to supply.

Learning Experience V

A. Field Trips and Films

1. Those listed for Learning Experience II are appropriate for Learning Experience V.

B. Student Materials

1. Each student will need three copies of the "Job Analysis" worksheet. (90 per class of 30 needed)

Learning Experience VI

Job related problems have not been included.

Learning Experience VII

A. Resource People for Topic of Job Description

1. Columbia Oldsmobile
   Mr. Milton Taylor 421-8800

2. Queen City Chevrolet
   Mr. Eugene Halri 721-4880

3. Cincinnati Automobile Club
   Mr. Terry Johnson 241-4900

4. Chrysler-Plymouth Regional Office
   Mr. Dirk Lueders 761-4111

5. Cincinnati Technical College
   Mr. Joseph Keinen 681-3320 ext. 34

ADDENDUM

GUIDE FOR COORDINATOR - ITEMS REQUIRING ACTION

I. General

A. Reproduce, assemble, and distribute for each student a "Student Learning Experiences' Booklet." This booklet is to be distributed by the teacher one page at a time as indicated in the Teachers' Guide.

B. G. M. Training Center is thought to be a major resource but contact with that organization must be completed.

II. Learning Experience I - complete

III. Learning Experience II

A. The appropriateness of the films listed should be confirmed. The availability of the films should be checked.

IV. Learning Experience III

A. Aptitude tests and human relations tests must be obtained from the guidance counselor in each school or the school psychologist.

B. A skill testing apparatus or manipulatory test has not been identified. School psychologists and industrial sources should be queried. (Especially Cincinnati Milacron)

C. Columbia Oldsmobile, Cincinnati Automobile Club, and Queen City Chevrolet have indicated the possibility of one-on-one observation but the working details of this arrangement <u>have not been resolved</u>.

V. Learning Experience IV

A. Find resource persons to represent training programs fo each of the following categories:

1. Management
2. Sales
3. Service

B. A general purpose film is required. See comments related to Learning Experience II.

VI. Learning Experience V

A. Each class will need 90 "Job Analysis" worksheets (3 per student)

VII. Learning Experience VI

A. Job related problems and classroom activities for each of the three categories (Management, Sales, Service) have not been generated. This can probably be done best under the guidance of the General Motors Training Center.

VIII. Learning Experience VII

A. Additional resource people required.